Strategic Improvement Plan 2021-2024

Uralla Central School 3864

School vision and context

School vision statement

The vision for Uralla Central School is that every student will reach their full potential by standing tall and walking proud. Student success will be driven by engaging and innovative instruction from passionate and committed teachers. Students will access a varied and differentiated curriculum with quality practices in every learning environment.

School context

Uralla Central School, situated 25km from Armidale in the New England region of NSW, is a proudly public, rural and coeducational school catering for students from K-12. Public education has played a role in the Uralla community since 1862 and we have been on our current site since 1868. The school has approximately 333 students including 28% Aboriginal and Torres Strait Islander students.

Uralla Central School provides a quality education that offers inclusive, relevant and integrated curriculum; high quality educational programs across the full range of academic ability; a range of Vocational Education Training (VET) opportunities; and quality creative and performing arts, co-curricular, sporting and personal development programs. The school has implemented a compressed HSC delivery model which broadens and strengthens school curriculum, and increases its relevance for students.

Through the past two school plans the school has been able to significantly improve facilities, which include contemporary furnished classrooms in outstandingly well-maintained grounds. All learning spaces are outfitted with interactive LED TVs, there are very high levels of technology to support student learning and teacher practice and the Library has been completely refurbished and restocked. The school has been involved in the Early Action for Success (EAfS) strategy since 2016. The strategy is led by an Instructional Leader and additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students K-4 and increasingly K-8.

The school community embraces innovation and forward thinking vision, and in 2016 completely restructured the school organisation and executive roles. Faculties were abolished. Heads of School now oversee the Junior (K-4), Middle (5-8) and Senior School (9-Academy II). The remaining executive oversee English Stage 5 & 6, Wellbeing, and Administration and Organisation. Staff work collaboratively in Professional Learning Teams whose membership covers K-12 and all subject areas. Classroom teachers work across schools individually and in teaching teams. The current school staffing is 33 teachers and 17 administration and support staff, which includes additional temporary staff employed through school-based funding to enhance and support the learning needs of all students. There has been significant turnover of staff in the last decade but staffing appears to be entering a new phase of stability.

As a result of the school's situational analysis, it has been determined that a more authentic whole school approach is required to achieve further improvement in student performance. This approach will include;

- The development, application and evaluation of rigorous pedagogical practices K-12

- The development of comprehensive staff induction processes

- The refinement of systems that identify, record and manage the needs of every student

- The strategic collection of relevant data and the development of systems that support the tracking of individual students K-12

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School context

- The development of staff evaluative practices, data use and skills.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Improvement in the % of students achieving in the top 2 bands to the school's lower bound system-negotiated target in NAPLAN reading

- Year 3 & 5 - 38%
- Year 7 & 9 - 16%

Improvement in the % of students achieving in the top 2 bands to the school's lower bound system-negotiated target in NAPLAN numeracy

- Year 3 & 5 - 24%
- Year 7 & 9 - 16%

Improvement in the % of students achieving expected growth to the school's lower bound system-negotiated target in NAPLAN reading

- Year 3 & 5 - 60%
- Year 7 & 9 - 60%

Improvement in the % of students achieving expected growth to the school's lower bound system-negotiated target in NAPLAN numeracy

- Year 3 & 5 - 56%
- Year 7 & 9 - 70%

Improvement in the % of students achieving in the HSC top 2 bands to the school's lower bound system-negotiated target 19%

Initiatives

Monitor and support student progress and achievement

Establish a whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching.

Highly effective teaching practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions

- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement

- Embed the use of formative data collection, use of Progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by regular review of current literature and research.

- Establish collaborative support for teacher performance development, collaborations and evidence-based programs and lessons.

- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2

- Change & adjust practice using the Progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching

- Analyse NAPLAN, HSC and minimum standard data to identify target areas

- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

Success criteria for this strategic direction

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

Learning Support Team collaboratively builds the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include:

Internal assessment, eg. PLAN2

External assessment, eg. NAPLAN

- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the % of students achieving in the HSC top 3 bands to the school's lower bound system-negotiated target 50%

Improvement in the % of students with positive wellbeing to the school's lower bound system-negotiated targets

- Advocacy - 88% (K-6); 51% (7-12)
- Expectations of Success - 95% (K-6); 80% (7-12)
- Sense of Belonging - 79% (K-6); 49% (7-12)

Improvement in the % of students attending school above 90% of time or more to the school's lower bound system-negotiated targets

- K-6 - 78%
- 7-12 - 60%

Target year: 2023

Improvement in the % of students achieving in the top 2 bands to above the school's lower bound system-negotiated target in NAPLAN reading

- Year 3 & 5 - 38%
- Year 7 & 9 - 16%

Improvement in the % of students achieving in the top 2 bands to above the school's lower bound system-negotiated target in NAPLAN numeracy

- Year 3 & 5 - 24%
- Year 7 & 9 - 16%

Improvement in the % of students achieving expected growth to above the school's lower bound system-negotiated target in NAPLAN reading

- Year 3 & 5 - 60%
- Year 7 & 9 - 60%

Evaluation plan for this strategic direction

improvement measures.

Implications The findings of the analysis will inform:

- Future actions and budget allocation
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the % of students achieving expected growth to above the school's lower bound system-negotiated target in NAPLAN numeracy

- Year 3 & 5 - 56%

- Year 7 & 9 - 70%

Improvement in the % of students achieving in the HSC top 2 bands to above the school's lower bound system-negotiated target 19%

Improvement in the % of students achieving in the HSC top 3 bands to above the school's lower bound system-negotiated target 50%

Improvement in the % of students with positive wellbeing to above the school's lower bound system-negotiated targets

- Advocacy - 88% (K-6); 51% (7-12)

- Expectations of Success - 95% (K-6); 80% (7-12)

- Sense of Belonging - 79% (K-6); 49% (7-12)

Improvement in the % of students attending school above 90% of time or more to above the school's lower bound system-negotiated targets

- K-6 - 78%

- 7-12 - 60%

Target year: 2024

Improvement in the % of students achieving in the top 2 bands in reading trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students achieving in the top 2 bands in numeracy trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students achieving expected growth in reading trending towards the school's upper

Strategic Direction 1: Student growth and attainment

Improvement measures

bound system-negotiated target above 2023 baseline

Improvement in the % of students achieving expected growth in numeracy trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students achieving in the HSC top 2 bands trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students achieving in the HSC top 3 bands trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students with positive wellbeing trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students attending school above 90% of time or more trending towards the school's upper bound system-negotiated target above 2023 baseline

Strategic Direction 2: Staff Expertise and Collaboration

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and community.

Improvement measures

Target year: 2022

- 20-40% of staff have participated in an initial Quality Teaching (QT) coding of lesson extracts.
- 20-40% of staff have participated in Quality Teaching Rounds (QTR) in Professional Learning Teams (PLTs) across stages.
- Teachers who participated in QTR in 2021 collaboratively develop teaching and learning programs incorporating QT.
- QTR fidelity checklist is utilised to provide baseline data.
- Relevant K-12 staff participate in 'Working with Big Ideas' Professional Learning (PL)
- K-2 staff participate in 'Starting Strong' PL

Target year: 2023

- 40-60% of staff have participated in an initial QT coding of lesson extracts.
- 40-60% of staff have participated in QTR in PLTs across stages.
- Teachers who participated in QTR in 2022 collaboratively develop teaching and learning programs incorporating QT.
- QTR fidelity checklist is utilised to provide baseline data.
- Relevant K-12 staff who participated in 'Working with Big Ideas' PL embed learning in teaching programs

Initiatives

Quality Teaching Rounds

Quality Teaching Rounds (QTR) is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning.

- Teachers engage in collaborative professional learning focusing on pedagogy.
- Beginning teachers develop strong connections with colleagues through collaboration in professional learning teams (PLT) as part of QTR.
- Teachers analyse their own and others' teaching within PLTs through QTR and are provided with specific feedback about their lessons.
- Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- High Impact Professional Learning (HIPL) processes are utilised.

NSW Mathematics Strategy

The NSW Mathematics Strategy supports teaching and learning in NSW public schools, helping students develop the mathematical skills and understanding they need to succeed in life.

- Improvements in teaching quality at primary and secondary school levels, supported by leadership.
- Teachers of mathematics use effective practice.
- Teachers of mathematics have improved access to and participate in quality professional learning opportunities for teaching mathematics.

Success criteria for this strategic direction

- The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Strong collaboration within the school is enhanced by structuring Professional Learning Teams (PLTs) within and across stages with a focus on High Impact Professional Learning (HIPL) processes.
- Teachers ensure the most effective evidence-based teaching methods optimise learning progress for all students.
- The school as a whole is a high functioning Professional Learning Community focused on continuous improvement of teaching and learning.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question: To what extent has;

- the quality of teaching practice improved as a result of teachers having engaged with QTR?
- the collaborative culture across the school improved?

- QTR improved student growth and attainment?
- QTR been implemented with fidelity?

Data:

- Pre and post teacher surveys focusing on strength and impact of PLTs and QTR on collaboration, explicit teaching and high expectations.
- TTFM teacher and student SCOUT data
- QTR Fidelity Check analysis

Strategic Direction 2: Staff Expertise and Collaboration

Improvement measures

- K-2 staff participate in 'Starting Strong' PL embed learning in teaching programs

Target year: 2024

- All staff have participated in an initial QT coding of lesson extracts.
- 80-100% of staff have participated in QTR in PLTs across stages.
- Teachers who participated in QTR in 2023 collaboratively develop teaching and learning programs incorporating QT.
- QTR fidelity checklist is utilised to provide baseline data.
- Relevant K-12 staff participate in 'Working with Big Ideas' PL
- K-2 staff participate in 'Starting Strong' PL

Evaluation plan for this strategic direction

- Teacher professional development plans
- Evidence of inclusion of QT and WWB in teaching programs.
- SCOUT school dashboard student performance data
- PLAN2 data

Analysis: Analysis will be embedded through implementation and progress monitoring process. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications: The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Uralla Central School (3864) -2021-2024

Strategic Direction 3: Engaging Learning Environment

Purpose

Contemporary, age appropriate resourcing that allows all students to engage in all aspects of school life and facilitates community engagement.

Improvement measures

Target year: 2022

Source and implement whole school communication systems

Optimise student management and learning management systems

Increase digital communication reach by 10%

Improvement in the % of students with positive wellbeing to the school's lower bound system-negotiated targets

- Advocacy - 86% (K-6); 51% (7-12)
- Expectations of Success - 95% (K-6); 80% (7-12)
- Sense of Belonging - 79% (K-6); 49% (7-12)

Improvement in the % of students attending school above 90% of time or more to the school's lower bound system-negotiated targets

- K-6 - 78%
- 7-12 - 60%

Target year: 2023

Refine whole school communication systems

Begin community outreach with student management and learning management systems

Increase digital communication reach by 20%

Improvement in the % of students with positive wellbeing to above the school's lower bound system-negotiated targets

Initiatives

Community Engagement

Establish enhanced communication platforms for;

- student to student communication
- student to teacher
- parent to teacher
- school to community

Student Wellbeing

Establish systematic and targeted wellbeing foci across the school year that is bespoke to each individual school context.

Contemporary Learning Environments

- Establish and implement a coordinated learning space upgrade program
- Expansion of digital learning fleets across all schools

School Renewal and Student Support

Targeted (class, stage and school) learning and resourcing activities across whole school to support ongoing improvement in learning outcomes for all students

Success criteria for this strategic direction

Tell Them From Me (TTFM) data identifies positive shift in student response to Advocacy, Expectations of Success, and Sense of Belonging criteria in-line with system negotiated targets.

The percentage of students attending above 90% of the time increases in-line with system negotiated targets.

Enhanced communication platforms are implemented and effective, as evidenced relevant data analytics.

Wellbeing focus and programs is targeted and responsive at point of need.

Learning spaces and learning tools are upgraded systemically and effectively.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes and engagement? To what extent have we achieved our purpose around enhanced community engagement?

Data: We will use a combination of data sources. These will include:

- SMS/LMS/iNewsletter/School Stream Analytics
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 3: Engaging Learning Environment

Improvement measures

- Advocacy - 88% (K-6); 51% (7-12)
- Expectations of Success - 95% (K-6); 80% (7-12)
- Sense of Belonging - 79% (K-6); 49% (7-12)

Improvement in the % of students attending school above 90% of time or more to above the school's lower bound system-directed targets

- K-6 - 78%
- 7-12 - 60%

Target year: 2024

Refine whole school communication systems

20% of parents regularly engage with student management and learning management systems

Increase digital communication reach by 30%

Improvement in the % of students with positive wellbeing trending towards the school's upper bound system-negotiated target above 2023 baseline

Improvement in the % of students attending school above 90% of time or more trending towards the school's upper bound system-negotiated target above 2023 baseline

Evaluation plan for this strategic direction

Implications The findings of the analysis will inform:

- Future actions and budget allocation
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).